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ABSTRACT

This annotated bibliography covers materials on Chinese language and linguistics published from 1940 through 1979. Approximately 150 entries are included, covering textbocks, dictionaries, study and teaching materials on Mandarin Chinese, general descripticns of Chinese, linguistics, writing system, and bibliographies. An author index is appended. (JB)

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A BIBLIOGRAPHICAL GUIDE TO THE STUDY OF CHINESE LANGUAGE AND LINGUISTICS

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&
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CURRENT INQUIRY INTO LANGUAGE
AND LINGUISTICS 39

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INTRODUCTION

Chinese is a melodious tongue spoken by more people than any other language. Although the Chinese system of writing is complex, the basic structure of the language is remarkably simple. The importance of Chinese to linguistic theory is pointed out by a leading Chinese linguist in the following words: "Since Chinese does differ from the European languages in fundamental respects, some knowledge of its structure and historical development is indispensable to a general understanding of the nature of human language." (See William S.-Y. Wang. "The Chinese Language." Scientific American, 228 (Feb. 1973), p. 51.)

One often hears that Italian is also a melodious or musical language. But Italian and Chinese are quite different from the linguistic point of view. The melodious nature of Italian may be attributed to the predominance of vowels, both long and short, whereas the melodious sound of Chinese is basically due to the significant manifestation of the function of the tones. In short, Chinese is a tone language. Italian and other Romance languages, and Germanic languages, e.g. English, with which we are familiar, are not tone languages. It follows therefore, that speakers of English, or any other non tone language, find it extremely difficult to master the tonal system of Chinese. The vowel system of Chinese is not more complex than Italian, but the consonant

system is much more complex, making it hard for Italian speakers, or English speakers for that matter, to learn to perceive and produce certain Chinese sounds. Thus the problem of tones coupled with that of certain consonants makes the study of Chinese somewhat different from that of such familiar languages as French and Spanish. This means that the teaching and learning of Chinese requires more attention to and emphasis on phonology than does the case of Western languages. The teacher should be familiar with the phonological system of Chinese as well as with that of the language of the learner.

The Chinese system of writing is so complex that its reform, romanization or alphabetic writing and the simplification of certain complex characters, has been attempted and has succeeded to some degree in Mainland China. (See pertinent references in the bibliography that follows.) The question of teaching and learning Chinese characters is a difficult one. In an audio-lingually oriented instruction in elementary Chinese reading and writing are usually postponed until the student has acquired a basic structure of the spoken language. In these audio-lingual courses, textbooks are written entirely in romanization. In other methods the writing system is taught from the very beginning. If the purpose of learning Chinese is merely to converse with Chinese speakers in everyday situations, the emphasis on the spoken

language may be justified. On the other hand, a knowledge of the writing system and of some five thousand characters is indispensable for reading newspapers, journals, books, etc. This indicates that those who study Chinese in order to gain reading knowledge should be exposed to the written language from the beginning of the course, since it requires a tremendous amount of time and effort to learn even the minimum number of characters and compounds required for formal reading. Writing these characters is another matter. But, it would be extremely useful to learn to recognize the characters (i.e. know the meaning) and be able to pronounce them correctly. Speaking and reading will reinforce each other.

The basic grammatical structure of Chinese is remarkably simple. It lacks verb conjugations and noun declensions. Thus, learning Chinese grammar is easier than learning certain Western languages that have complicated verbal and nominal systems, e.g. German, Russian, etc. Superficially, at least, there is a resembl
English word order, i.e. Subject-Verb-Object. But this does not mean that Chinese grammar is easy for speakers of English. The phonology and the writing system, as indicated, are difficult and complex when compared with any European or Oriental language.

This bibliographical introduction, focusing on recent and easily accessible publications, has been prepared especially for non-native speakers of Mandarin Chinese, who are interested in learning this language. Since knowledge of linguistics is essential to the effective teaching and learning of a foreign or second language, some of the more important works on Chinese linguistics, especially on phonology and grammar, are included in the bibliography. It is hoped that native speakers of Chinese, whether Mandarin or any other dialect will find the section on Chinese linguistics of some value.

I. TEXTBOOKS

CHINESE FOR BEGINNERS. Peking: Foreign Language Press, 1976. 201 p.

A recent publication of the Foreign Language Press of Peking, this book is highly reflective of the style and diction of the living national language in China. The notes which discuss the fundamental points of grammar in each lesson are written in clear and simple terms. The dialogues too, are of interesting life-situations, useful for practical purposes. However, there seems to be a lack of systematic progression in the introduction of grammar and vocabulary items. Could be an interesting textbook for the self-teaching layman. Not for intensive learning in the classroom.

Chao, Yuen-Ren. MANDARIN PRIMER. AN INTENSIVE COURSE IN SPOKEN CHINESE. Cambridge: Harvard University Press, 1948. 2 vols.

This was originally written as a textbook for the classroom or for self-teaching with the help of a Mandarin speaking guide or informant. However, the most interesting and valuable part lies not in the lessons themselves but in the introductory chapters in which the author discusses points of Chinese grammar and linguistics. Recommended to all teachers

of Chinese and students of Chinese linguistics.

Rev. Language, 25 (1949), 210-15, by C. F. Hockett.

CHINESE READER. Peking: Commercial Publishing, 1972. In two parts. Part I, 239 p. Part II, 295 p.

This Chinese Reader, a follow-up course to Elementary Chinese (Peking, 1972), aims at further improvement of the students' reading and speaking abilities. Each lesson includes exercises and explanatory notes on words and phrases; in Chinese and English. A vocabulary list is appended to each volume. By the time this book is finished, the students are expected to be able to speak and read simple Chinese, with the help of a dictionary.

Chu, Show-chih Rai. CHINESE FOR THE ENGLISH-SPEAKING STUDENT. Taiwan: Commercial Press, 1973. 330 p.

This is an attempt to teach Chinese through English grammar. Every lesson is furnished with a detailed analysis of sentence structure in note form and in old grammar diagrams. English grammar is constantly referred to as a comparison for Chinese grammar. But the discussions are prudently prefaced by brief definitions of terms and the diagrams are explained simply and effectively. Basically, the book has refrained from being technical. Also, there are well-

made model sentences in each lesson with enough repetitions to illustrate the use of sentence patterns. Characters are introduced which gradually replace the romanized script. The Yale system of romanization is used.

DeFrancis, John. BEGINNING CHINESE. Revised edition. New Haven and London: Yale University Press, 1963, 536 p.

"Perhaps the most comprehensive and best organized course in Modern Standard Chinese in existence at the moment. It is accompanied by tapes, and it can be profitably used even for self-teaching purposes. The texts are being supplemented by readers compiled by the same author." (Kratochvil 1968: 188-9).

DeFrancis, John. ADVANCED CHINESE READER, by John DeFrancis with the assistance of Teng Chia-yee and Yung Chih-sheng. New Haven: published for Seton Hall University by Yale University Press, 1968. 713 p.

DeFrancis, John. BEGINNING CHINESE READER, by John DeFrancis, with the assistance of Teng Chia-yee and Yung Chih-sheng. 2nd edition revised. New Haven: published for Seton Hall University by Yale University Press, 1977.

Rev. Journal of the Chinese Language Teachers Assoc. 14 (1979), 82-90, by Diana Kao.

DeFrancis, John. INTERMEDIATE CHINESE READER, by John DeFrancis, with the assistance of Teng Chia-yee. New Haven: Yale University Press, 1964. 542 p.

DeFrancis, John. INDEX VOLUME. BEGINNING, INTERMEDIATE, AND ADVANCED TEXTS IN SPOKEN AND WRITTEN CHINESE. New Haven: Yale University Press, 1970. 422 p.

Should be used together with the textbooks indicated. Contains the following indexes: Pinyin Index, Stroke and Radical Numbers and Characters, Stroke-Radical Index of Characters, Radical-Stroke Index of Characters, Stroke Index of Variant Forms.

ELEMENTARY CHINESE. In two parts. Peking: Commercial Publishing, 1971-72.

The book is intended for the use of beginners who are learning Chinese as a foreign language. This book aims at the practical skills of speaking and reading Chinese, not at a comprehensive and systematic knowledge of Chinese grammar. Simple notes are given on the fundamental grammar points in each lesson, and model sentences illustrating those points are provided. The romanization adopted is the new pinyin

system, and the simplified characters are used throughout the book, making it necessary for the student to acquaint himself with the more difficult but essential traditional full characters. Writing of simple characters is also introduced, with tables of stroke-order of character components. Some Chinese sentences are translated into English, others are not.

Fenn, Henry C. and M. Gardner Tewksbury. SPEAK MANDARIN: A BEGINNING TEXT IN SPOKEN CHINESE. New Haven: Yale University Press, 1967. 237 p.

"The objective of the textbook is to present the basic structural patterns of colloquial Mandarin. The vocabulary is used in a series of dialogues from everyday life. No Chinese characters are used in this text; the Yale romanization is used throughout and the student's attention is concentrated on the new sounds, words and patterns of the language." (Back cover). Contains a brief but excellent guide to pronunciation of Chinese sounds often compared with English counterparts. This non-use of Chinese characters tends to postpone the learning of the written language much too long. The main object of the course is to teach the spoken language. The author suggests that learning Chinese characters may start toward the middle of the book, but the essential principle is an audio-lingual approach - speak first; then read and write what you have

learned to say.

Huang, Parker Po-fei and Hugh M. Stimson. SPOKEN STANDARD CHINESE. Volume One. Far Eastern Publications: Yale University, 1976. 330 p.

Volume One is the first of the projected three volume spoken-language series. The fourteen lessons of the first volume cover 575 vocabulary items and most of basic sentence patterns. They roughly parallel lesson I-XV and XVIII of Spoken Chinese, by M. Gardner Tewksbury (Far Eastern Publications, Yale Univ., New Haven, 1948). They are designed to be taught by the oral-aural method in a course where most of the instruction is conducted by native speakers of standard Chinese, in small classes of no more than twelve students. Focuses on explaining Chinese grammar to English speakers. Much attention is devoted to the correct pronunciation. Discussed also are the rules and peculiarities of Chinese grammar, especially its comparative aspects with English. It is assumed that after four weeks of study a class will be able to read both simplified and unsimplified forms of Chinese characters.

Jamieson, John C. and Li-Lin Shih. ELEMENTARY CHINESE COMPANION. (Studies in Chinese Terminology No. 16). Far Eastern Publications: Yale University Press, 1975. 418 p.

"On the whole, the Companion succeeds admirably in what it sets out to do. The extensive exercises are

well structured and clearly presented, the proportion in emphasis, obviously based on sound experience in teaching Chinese to speakers of American English, is very well balanced, and the explanatory flaws of Elementary Chinese, whether they are caused by lack of sufficient comment or disregard for proper organization, are picked out and patched up with great care." (Kratochvil).

Rev. Journal of the Chinese Language Teachers Assoc. 13 (1978), 179-181, by Paul Kratochvil.

MODERN CHINESE: A BASIC COURSE. By the Faculty of Peking University. New York: Dover Publications, 1971. 249 p. and phonodiscs.

This book contains the introduction and the first thirty lessons of the Modern Chinese Reader (second edition, Paking, 1963), which was compiled by the instructors of the Chinese Language Special Course for Foreign Students at Peking University. The first twelve lessons deal with phonetics, tones and pronunciation (eight theoretical and four practical lessons). The grammar lessons follow. In this edition the grammar examples and exercise sentence texts are all translated into English. The transcription system used is the official one of Mainland China, i.e. pinyin. Contains a useful comparative table of transcriptions of Chinese sounds: Peking (this book), Yale, and Wade. A well-balanced book, introducing phonetics, characters, basic sentence structures and vocabulary. Assuming no

previous training in Chinese, this course is excellent for self-study, with full explanations and ample pronunciation and grammar drills throughout. Recordings of the pertinent material in the book are available. They should be indispensable for self-study.

MODERN CHINESE READERS. Peking: Foreign Languages Press, 1977.

"Modern Chinese Readers is an essentially new attempt by the Foreign Languages Press to provide non-native speakers of Chinese with an elementary text from which to study. In many ways, MCR is a considerable improvement over Elementary Chinese of 1971, but it unfortunately perpetuates some of EC's most obvious disadvantages... Overall, the Modern Chinese Readers retain the advantage of being the only available text that functions entirely in the language of the common people of the People's Republic of China today. As such, it is highly useful as a tool for acquiring eventual comprehension of PRC materials and in getting along as a visitor of China..." (Tomayko).

Rev. Journal of the Chinese Language Teachers Assoc., 13 (1978) 184-185, by James Tomayko.

Pollard, David. STARTING CHINESE: A BBC RADIO COURSE IN TWO PARTS FOR BEGINNERS IN CHINESE. (By) David Pollard, course writer (and) Yin C. Lin, language consultant. (London, The British Broadcasting Corporation, 1967). 64 p.

This book consists of two parts: pt. 1, Introduction to Chinese; Ten lessons in spoken Mandarin; and pt. 2, Speaking Chinese; Fifteen lessons in spoken Mandarin. Included also are the sound guide and a glossary. Although meant primarily as a text to accompany a series of radio programmes, it may also serve as a reference source, giving general information about the language, the way of writing and pronouncing. This is an excellent, easy to follow booklet, recommended especially to beginners.

Têng Ssŭ-yü. CONVERSATIONAL CHINESE WITH GRAMMATICAL NOTES. Assisted by Chao Ching-Hui (and others) Chicago: The University of Chicago Press, 1947. 441 p.

"The lessons are written in idiomatic Kuo-yü, the standard Mandarin spoken in Peking. Grammar is explained in simple and clear terms..." (Pref.). One of the advantages of this particular textbook (in which the Wade-Giles system of romanization is used) over most other audio-lingually oriented texts, is the use of Chinese characters throughout, together with their romanization. It is a well-conceived book both theoretically and methodologically. Since the book was published in 1947, it is inevitable that the traditional characters are used instead of the simplified characters officially used nowadays. The student should familiarize himself with the more recent system of transcription or romanization known as pinyin.

Wang, Fang-yu. READ CHINESE: A BEGINNING TEXT IN THE CHINESE CHARACTERS. Book One. New Haven: Far Eastern Publications, Yale University, 1961. 236 p.

This beginners' text in Chinese characters assumes that the student has already acquired some knowledge of spoken Mandarin. Read Chinese was planned for the program of the Institute of Far Eastern Languages at Yale University, where the beginner starts with M. G. Tewksbury's Speak Chinese, a romanized text. It is assumed that the student has covered the first twelve lessons of Speak Chinese before he starts Read Chinese. This means that the student has a certain familiarity with sentence structure and a modest speaking vocabulary before he is introduced to the ideographs. The book's approach resembles the picture rebuses in children's magazines or the Japanese or Korean custom of intermixing Chinese characters with sound symbols, i.e. native phonetic alphabet or syllabary. The first lessons show a small number of characters scattered through romanized sentences, but by the middle of Read Chinese, characters exceed romanization, and by the end of the book romanization is conspicuous by its absence. During this process the student will have become acquainted with three hundred Chinese characters. Read Chinese, Book I, is followed by Book II, by Richard Chang (1958), containing 600 characters, and by Book III, by Fred Wang and Richard Chang (1960), containing 1000 characters.

II. DICTIONARIES

André, Yvonne. VOCABULAIRE DE BASE DU CHINOIS MODERNE CHINOIS-FRANÇAIS. Paris: Klincksieck, 1965. 156 p.

This basic vocabulary list of 3000 items is a French translation of the Chinese original published in Peking in 1959, destined for Chinese speakers of dialects who wish to learn the standard language. The lexical items are classified by lexico-grammatical categories: nouns, verbs, adjectives, numerals, "specificatives", pronouns, adverbs, prepositions, conjunctions, particles and suffixes, interjections and onomatopoeia. These grammatical categories are subdivided into lexical (semantic) fields. A useful index in alphabetical order forms the second part of this basic word-list.

Chang, Hsüan. THE ETYMOLOGIES OF 3,000 CHINESE CHARACTERS IN COMMON USAGE. Hong Kong: Hong Kong University Press, 1968. 960 p.

Written in Chinese, this book illustrates the evolution of characters from their first known forms on bronze and stone and inscriptions on oracle bones down to the present day. Direct quotations are taken from ancient and modern philological works.

Author's own comments included.

Chao, Yuen Ren and Lien-sheng Yang. CONCISE DICTIONARY OF SPOKEN CHINESE. Cambridge, Mass.: Harvard University Press, 1947. 291 p.

This is a classified list and description of Modern Chinese morphemes rather than a dictionary in the broader sense. As such, it is the most exhaustive and accurate source of such information and an indispensable manual. However, since it does not list polymorphemic items systematically, its practical use for language learning and text reading is limited. (Kratochvil, 1968:185). All entries are treated as morphemes, or monosyllabic meaningful spoken words, whether bound or free, rather than as characters, which happen to be nearly, but not quite, in one-to-one correspondence with the morphemes. National Romanization is used in addition to the usual Wade-Giles orthography. A comprehensive introduction of pronunciation, the system of radicals, and grammatical categories precedes the main body of the dictionary, which is arranged by radicals.

Chen, Janey. A PRACTICAL ENGLISH-CHINESE PRONOUNCING DICTIONARY: ENGLISH-CHINESE CHARACTERS, ROMANIZED MANDARIN AND CONTONESE. Rutland, Vt.: C. E. Tuttle, 1970. 601 p.

This valuable dictionary contains 15,000 words, giving both Mandarin and Cantonese pronunciations

along with Chinese characters. It was designed to include a vocabulary sufficient for everyday conversation as well as specialized phrases for missionaries and the armed forces. Included also are maps, charts of sounds and tones, names and surnames, and several other appendices.

Chi, Wen-Shun, comp. CHINESE-ENGLISH DICTIONARY OF CONTEMPORARY USAGE. Compiled by Wen-Shun Chi, with the assistance of John S. Service, Mei-Hsia Huang (and) Chi-Ping Chen. Berkeley: University of California Press (c1977) 484 p.

A dictionary of current Chinese terminology, taken from recent publications, including books, dictionaries, and journals. Contains basic vocabulary of economics, education, culture, sociology, law, military affairs, agriculture, science and technology. Included also are political terms, and expressions and slogans used by the language of Marxism and Maoism. Simplified characters have been used, based on Wade-Giles romanization. Arrangement alphabetical according to the character by character transcription. Contains a Radical Index and the Conversion Tables.

Ching, Eugene and Nora. 201 CHINESE VERBS: COMPOUNDS AND PHRASES FOR EVERYDAY USAGE. Woodbury, N.Y., Barron's Educational Series (c1977) 264 p.

Contains introduction explaining the nature of Chinese verbs, the differences between the Chinese and English verbs, the compounds and the idiomatic expressions, the Chinese pronunciation and romanization. The verbs are listed in alphabetical order according to the Pinyin system of romanization. Simplified characters are contrasted with regular forms. Appended are the conversion tables of five phonetic systems, Pinyin, Yale, Wade-Giles, Zhuyin Fuhao and Gwoyen Romatzyh.

"The entries are selected from the frequency lists, one reflecting usage in the People's Republic of China, the other in Taiwan..." (Rev.)

A very good source of reference for language students; recommended especially for undergraduates.

Rev. Choice, V. 15, S'1978, p. 836.

Couvreur, Séraphin. DICTIONNAIRE CLASSICQUE DE LA LANGUE CHINOISE. 2nd ed. Tai Pei: Book World Co., 1966. 1080 p.

Dobson, W. A. C. H. A DICTIONARY OF THE CHINESE PARTICLES. With a prolegomenon in which the problems of the particles are considered and classified by their grammatical functions. Toronto: University of Toronto Press, 1974. 907 p.

This is a dictionary of grammatical usage, covering some six hundred and ninety-four particles - the

nuclei of the grammatical Classical Chinese. "Entries are arranged in the first place in alphabetical order by the Gwoyen Romatzyh system and subsequently (in the case of homonyms) in numerical order..." - Pref. The author discusses the problem of the particles; the categorization of the particles; grammatical words occurring in the verbal sentence and those in the determinative sentence and those at the inter-sentential level. Included are a "Radical Index" and a "Romanization Conversion Table."

HAN YING ZIDIAN. (CHINESE-ENGLISH DICTIONARY) San Francisco: Chinese Language Research Association, 1976. 400 p.

This is the English rendition of Peking's XINHUÁ ZIDIAN, plus supplement. Arranged by radicals and pinyin.

Jameson, Everett W., Jr. A SHORT DICTIONARY OF SIMPLIFIED CHINESE CHARACTERS. Davis, Calif., 1966. 113 p.

The author has arranged the simplified characters under the conventional system of radicals, and added the corresponding orogonal form, pronunciation (according to the Wade-Giles System) and meaning. Included is a brief explanation of the pattern of simplification of characters.

Lee, Daniel T. Y. CHINESE ENGLISH GLOSSARY OF LINGUISTIC TERMS. Washington, D.C.: Center for

Chinese Research Materials, Association of Research Libraries, 1971. 165 p.

Liang, Shih-chiu. A NEW PRACTICAL CHINESE-ENGLISH DICTIONARY. Hong Kong: The Far Eastern Book, 1971.

This dictionary contains 80,000 entries, all of which are selected with the emphasis on wide application and current usage. Among the entries one finds, side by side with literary and modern scientific terms, familiar journalistic and idiomatic expressions. Characters are arranged according to their respective radicals. Three systems of transcription are provided as pronunciation guide, namely: the Mandarin Phonetic Symbols, the Wade-Giles system and the Kwoyeu Romatzyh.

For all students of Chinese. Also, a useful tool for the translator.

Lin, Yu-t'ang. CHINESE-ENGLISH DICTIONARY OF MODERN USAGE. Hong Kong: The Chinese University of Hong Kong, 1972. 1720 p.

A Chinese-English dictionary compiled by an eminent Chinese scholar and a prolific translator. An exhaustive dictionary useful for both language learning and text reading. Most of the words collected are of modern usage. A few indices are given but the chief index is a newly deviced one which takes some time to acquaint with. Recommended for the scholar, the student and the translator.

Liu, Eric Shen. FREQUENCY DICTIONARY OF CHINESE WORDS. The Hague: Mouton, 1973. 236 p. (Linguistic structures. First series: Chinese).

Contains 3,000 most frequently used words extracted with the help of electronic and mechanical devices from a representative sample of modern Chinese, based on five genres of literature: fictional, dramatic, essayistic, periodical and technical. Each lexical item is marked as to the grammatical category to which it belongs, but there is no English gloss, making the dictionary less useful for beginning language learners. This work is not intended for pedagogical application.

Mathews, Robert H. MATHEWS' CHINESE-ENGLISH DICTIONARY. Rev. American ed. Cambridge, Mass.: Harvard University Press, 1963. 1226 p.

This large volume meets the demand for a dictionary which is comprehensive enough for the needs of the ordinary student. It contains 7,773 Chinese characters and 104,000 compounds taken from the classics, general literature, magazines, and newspapers. The Wade system of romanization is used in this well-known dictionary.

Simon, Walter. A BEGINNERS' CHINESE-ENGLISH DICTIONARY OF THE NATIONAL LANGUAGE (Gwoyeu). Rev. ed. London: Lund Humphries, 1957.

A reliable middle-size dictionary containing useful

information of all kinds, in addition to the basic word list. It is somewhat too complicated for beginning students, owing to the use of the Gwoyeu Romatzyh transcription. Suitable for language learning and for reading simple modern texts. It does not include most of the common lexical items which have appeared in Modern Standard Chinese since 1949. (Kratochvil 1968:185).

Wang Fang-yü. MANDARIN CHINESE DICTIONARY; CHINESE-ENGLISH. South Orange, N. J.: Seton Hall University Press, 1967. 660 p.

Wang, Fang-yü. MANDARIN CHINESE DICTIONARY: ENGLISH-CHINESE. South Orange, N. J.: Seton Hall University Press, 1971. 799 p.

A companion volume to the Mandarin Chinese Dictionary: Chinese-English, published in 1967 (Seton Hall University). Contains 4000 illustrated entries based on common daily English usage. Aims to help English-speaking students prepare Chinese sentences by providing both English idioms and equivalent idiomatic Chinese expressions. The dictionary enables the user to become acquainted with basic patterns of Mandarin through the aid of illustrative sentences under each entry. (Author).

XINHUÁ ZIDIǍN. (NEW CHINA DICTIONARY - title not tr.) Peking: Commercial Press, 1973.

Small but handy and compact, this Chinese-Chinese

dictionary is extremely useful as a quick reference for checking pronunciation for daily conversational purpose. It contains 8,500 characters and approximately 3,200 compound words of modern usage. The changes in pronunciation of characters in their different word combinations are specified. The romanization is the officially approved pinyin system. Simplified characters are used throughout. Compiled quite recently by the Commercial Press of Peking, this dictionary offers the most up-to-date pronunciation guide and the clearest explanations for the living vocabularies currently used in Peking. Recommended for all native but non-Mandarin speakers of Chinese. Also useful to the foreigner who has already acquired an ability to read some Chinese.

Yale University. Institute of Far Eastern Languages. DICTIONARY OF SPOKEN CHINESE. New Haven, Conn.: Yale University Press, 1966. 1071 p. (Yale linguistic series, 8).

Uses Yale romanization, designed for intermediate level colloquial Chinese. "A dictionary based on the principle of maximum coverage and exemplification of a minimal set of lexical items. It consists of a Chinese-English and an English-Chinese section, and contains a brief description of Modern Standard Chinese grammar. This dictionary is extremely good for language learning, but since it lists only a small number of lexical items, it is unsuitable for reading any but the most elementary texts. (Kratochvil 1968:185).

III. MANDARIN CHINESE - STUDY AND TEACHING

Carroll, John Bissell. PROGRAMMED SELF-INSTRUCTION IN MANDARIN CHINESE; OBSERVATIONS OF STUDENT PROGRESS WITH AN AUTOMATED AUDIO-VISUAL INSTRUCTIONAL DEVICE. Wellesley, Mass.: Language Testing Fund, 1963. 97 p.

Chen, Gwang-tsai. "Tone pair." Journal of the Chinese Language Teachers Association, 10 (1975), 25-27.

The author suggests an alternative to the traditional presentation of the tonal system in Chinese. Tones could be presented high-low (1,3) and rising-falling (2,4), instead of successively, since students have particular difficulty in this area.

Cheng, Chin-Chuan. "Teaching Oral Chinese in the United States." Journal of the Chinese Language Teachers Association, XI (1976), 168-171.

The author points out the need for a realistic way of teaching the Chinese language. There must be definite consideration for Chinese and American realities. American students would find it more relevant if discussions focused on their immediate surroundings.

Chin, Yin-lien C. "How to Teach Mandarin Retroflex and Palatal Sounds to Native Speakers of English." Journal of the Chinese Language Teachers Association, 7 (1972), 77-81.

Ching, Nora and Eugene Ching. "Teaching the Writing of Chinese Characters." Journal of the Chinese Language Teachers Association, 10 (1975), 20-24.

The paper deals with the problem of writing the Chinese characters legibly. The authors map out strategies for writing: 1/ We are not writing Chinese characters as calligraphers; we want to write legibly so that they may be recognizable. 2/ Alert the students to the importance of different strokes. 3/ A character should be written in such a way that it will fit an imaginary square, no matter how simple or how complex the character may be. 4/ Follow the stroke order as closely as possible. 5/ The direction of the stroke is generally left to right and top to bottom. 6/ Spacing is of utmost importance in writing Chinese characters, particularly in writing compound characters. 7/ While writing, one should have in mind the sound and meaning of at least one word or phrase for which it stands.

DeFrancis, John. "Sociolinguistic Aspect of Chinese Language-Teaching Materials." Journal of Chinese Linguistics, 3 (1975), 245-256.

Discusses problem of handling sociolinguistic differences stemming from Chinese as a "divided language." Proposes up-dating existing language-teach-

ing materials, by noting the differences among the varieties that students are likely to encounter.

Fenn, Henry C. "Articulation in programs of Chinese Language." EDUCATIONAL RESOURCES INFORMATION CENTER CLEARINGHOUSE FOR LINGUISTICS BULLETIN, 1970.

Points out some of the defects or drawbacks of the audio-lingual approach in teaching Mandarin. "An over-emphasis on conversational training produces a person who can often speak rather well... but may know rather few characters, even to the point of virtual illiteracy." (McCaskey 1970:71).

Ho, Shang H. "Comments on Teaching Chinese Reading." Journal of the Chinese Language Teachers Association, 11 (1976), 52-57.

For practical reasons, both speaking and reading Chinese must be given equal emphasis. College level students should be introduced to reading of original materials as soon as possible.

JOURNAL OF THE CHINESE LANGUAGE TEACHERS ASSOCIATION. South Orange, N. J. v. 1, 1966 -

Text in Chinese and English.
Discusses problems and methods of teaching Chinese and other related topics.

Kim, T. W. "Linguistic Preparation for Teachers of Chinese." SECOND LANGUAGE TEACHING 75 (INCLUDING

LINGUISTICS). Part Two of the Proceedings of the Pacific Northwest Council on Foreign Languages, Inc. Held in Vancouver, British Columbia, under the auspices of Simon Fraser University. Editors: Hector Hammerly and Isabel Sawyer. (New York, Modern Language Association, 1975). pp. 146-149.

A succinctly written article, in five paragraphs: 1/Discusses the primary aim of a linguistic course: teaching the student and prospective teacher the principles and methods of descriptive and historical linguistics, as a necessary basis for understanding the structure and sounds of human language in general, and a variety of languages in particular. 2/ Stresses the importance of analyzing the linguistic function of the tones and the ability to compare and contrast the students' native language with that of Modern Chinese. 3/ Explains the grammar and semantics of Modern Chinese. 4/ Comments on the history and dialectology of Chinese. 5/ Points out that a teacher must be linguistically trained in order to apply the principles of linguistics to the teaching of Chinese.

Following the article is a short bibliography of works relevant to the subject.

Lee, Tsaifeng (Mazie). "Teaching Resultative Verbs to Students of Chinese." Journal of the Chinese Language Teachers Association, 11 (1976), 103-118.

Advocates an approach to teach students the lang-

uage rules with semantic and contextual constraints. The author applies this approach to teaching of resultative verbs to students of Chinese. The resultative verbs are the class of multimorphemic verbs which are peculiar to Chinese, and cannot be identified with any class of verbs in English. A sample of drills is provided.

Leong, Che Kan. "A Study of Written Chinese Vocabulary." Modern Language Journal, 56, no. 4, April 1972, pp. 230-234.

The author deals with the study of a group of Chinese children in Hong Kong, all 9 years old and in grade 3. Discussed are the procedures and materials used, numbers of written characters involved, and the level of the children's shown statistically. Summing up, the author states that the learners' systematic errors provide the teacher with insights into learning and allow to adjust the teaching accordingly; that the child up to the age of ten learns the second language rapidly; and that individuals learn better in natural setting rather than classroom situation.

Li, Frances C. "Communicative Function in Chinese Syntax." Journal of the Chinese Language Teachers Association, 12 (1977), 128-135.

The author discusses "functional sentence perspectives" and pedagogical implications of this approach. By putting sentences into discourse context, functional sentence perspective permits us to explain the

meaning of different word-orders.

Light, Timothy. "TCFL from a TEFL Point of View: a Neophyte's Approach to the DeFrancis texts." Journal of the Chinese Language Teachers Association, 11 (1976), 172-176.

The author presents five principles derived from TEFL (Teaching English as a Foreign Language) in using a Chinese textbook, with special reference to the DeFrancis series: 1/ No textbook is self-sufficient or self-contained. Beginning Chinese can be usefully supplemented in class by the teacher reading from the stories in Read Chinese I. 2/ The greater the variety of activities that a teacher has for his students, the better the learning. 3/ A variety of drill types is required for the effective learning of shapes. Shape drills accustom students to the normal order of major strings of constituents in new language. 4/ Special problems (e.g. writing system) require constant reinforcement. Active written exercises are needed for reading reinforcement. 5/ The teacher needs a vocabulary consciousness in teaching oral language. He should be rather liberal in vocabulary addition or substitution.

Lu, John H-T. "Form and Agreement vs. Function Words." Journal of the Chinese Language Teachers Association, 12 (1977), 221-225.

Points out that the complexity of the English language differs from that of the Chinese language and

that examination of discrepancies reveals kinds of difficulties that Chinese speakers encounter when they begin to learn English or vice versa. The author states that the main syntactic features of English are much more complex than Chinese. While form and agreement are the principal features used in a variety of meanings in English, Chinese uses function words instead. However, structure of noun phrases in Chinese is more complicated than in English because all nouns require different measure words (classifiers). Formalizing grammatical rules can be useful in learning Chinese.

McCaskey, M. "For Teaching Mandarin: A New Approach." Languages and Linguistics: Working Papers. Georgetown University. No. 1 (1970), 70-91.

Discusses psycholinguistic research and its implication for teaching foreign languages. The major implication for teaching would seem to be that successive and repeated presentation of material is very effective in promoting retention by the student. (p. 77) indicates special problems in teaching Mandarin. A useful selected bibliography on psycholinguistic research but little on Mandarin.

Nielson, Thomas P. "Two Track Service Course and Advanced Modules: Individualized Learning and the Peer Teaching Method." Journal of the Chinese Language Teachers Association, 9, no. 3, October 1974, pp. 126-133.

A detailed discussion of a sample four-year Chinese

language program, embracing a few selected methods (peer teaching, individualized modules, pro-seminar), which aim at either a practical utilitarian skill, or a preparation of the specialist for advanced, highly technical research.

Shen, Yao. "Initial /r/ in American English and Mandarin Chinese and how to teach it." Language Learning, 2 (1949), 47-55.

Shen, Yao. "Phonemic Charts alone are not enough." Language Learning, 5 (1955), 122-29.

Shen, Yao. "Some Allophones can be Important." Language Learning, 9 (1959), 7-18. Examples from English and Mandarin on the importance of phonetic details.

Shelley, George L. DISCUSSIONS OF THE METHOD IN THE TEACHING OF SPOKEN CHINESE. New Haven, Conn.: The Institute of Far Eastern Languages, Yale University, 1961. 56 p.

This book contains discussions of the method in teaching spoken Chinese at the Taipei Language Institute. They are intended for application to the situation there and each discussion is inspired by specific observation in the classroom. The principal references are those books advocating the audio-lingual, structural approach such as Lado and Fries, English Sentence Patterns (Ann Arbor, 1958). The discussions include: Study Methods for Student Application, Teaching Methods for Informant Application,

and Administrative Methods for Executive Application.

The importance of knowing the language of the learner, in this case English, is seen in the following quote:

"If at all possible, native tutors, especially those who in essence perform the functions of the linguist in that they make grammatical and other explanations, should study English. Language study should work from the known to the unknown, from the simple to the complex. This applies to every level of the instruction, from pronunciation to Bible study. Corrections and explanations can be best made by tutors familiar with both the target language and the student's native tongue, which in the case of the Taipei Language Institute is primarily English. The tutor must be able to pinpoint the events which occur in the target language and compare them with their rough counterparts in the student's language, thus pointing the way to a precise description of the transfer which must be made before the students can properly handle the target language. It is not recommended that the tutors learn English so that they talk to the students in English - they need English so that they will be more aware of the precise nature of the difficulties with which the students are faced when learning Chinese." (p. 39).

Most of the discussions, based as they are on the theory and method of American descriptive, structural linguistics and on behaviorism, make no mention of recent advances in psychology of learning

and in transformational generative grammar.

Sloss, R. P. "Some Problems in Chinese Language Learning." The Incorporated Linguist, 13, no. 1, January 1974, pp. 6-7.

The author emphasizes that the Chinese language is very different from any of the common Western languages. Its different kind of logic-system and the strangeness and complexity of the ideographic script provide no short-cuts for serious learning.

Teng, Shou-hsin. "Verb Classification and its Pedagogical Extensions." Journal of the Chinese Language Teachers Association, 9, no. 2, May 1974, pp. 84-92.

The author assumes three facts: the students are native speakers of languages other than Chinese; interference from their native language is highly influential; language acquisition is a process of forming generative grammatical rules. Discussing verb classifications, Teng states that for pedagogocal purposes, neither semantic nor syntactic classification alone can expedite clarification and learning. Recent books (e.g. Speak Mandarin and Beginning Chinese) are inadequate in their specifying the syntactic properties of verbs. A new approach to verb classification consists of high-level semantic characterizations of verbs, e.g. verbs "action", "state", and "process". The author concludes that unless verbs are classified as proposed

here, the constraints involved in various syntactic constructions can only be given as random and ad hoc statements.

Tiee, Henry Hung-yeh. "Recent Psycholinguistic Developments and the Teaching of Mandarin Chinese." Journal of the Chinese Language Teachers Association, 9 (1974), 145-149.

A brief survey of methods of teaching modern languages in America, discussing: grammar-translation method; direct method; Army method and audiolingual method; a new approach based on psycholinguistic research in second language teaching and the theory of generative grammar. Contains specific implications for teaching Mandarin: 1/ Need for early presentation of the writing system (characters); 2/ Stress on reading and on presenting visual reading materials, or written symbols, simultaneously with listening and speaking (facilitating second language acquisition); 3/ Teaching the grammatical relations rather than individual sentence patterns. Encouraging adult learners to use their cognitive faculties and higher mental processes to understand grammatical relations (very important); 4/ Using the target language in social context where learning program reflects the real world.

Woo, William. "A Musical Approach to Tone Teaching in Mandarin." Journal of the Chinese Language Teachers Association, 11 (1976), 96-102.

The use of musical notation is a workable technique;

use flashcards with a character and the musical note linked with it.

IV. GENERAL DESCRIPTIONS OF CHINESE

Chao, Yuen Ren. "Chinese Language." Encyclopedia Britannica. Chicago: Encyclopedia Britannica, 1972. 5, 629-634.

This is an excellent article, succinctly written by a prominent Chinese scholar. The author discusses phonology ("Sounds of Mandarin", "Tone", "Stress"); grammar ("Derivation", "Affixes", "Compounding", "Syntactical Division", "Congruence", "Negation", "Questions); history and dialects ("Old Chinese", "The Dialects", "The Literary Language"); system of writing ("Characters", "History"); and language and writing forms ("The Vernacular Literature Movement", "The Unification of the National Language", "Writing Reform"). The article is followed by a very useful bibliography of works on the Chinese language arranged in a more or less chronological order from the earliest to the most recent.

"The Chinese Language." Nagel's Encyclopedia-Guide; China. (Ed.: Paul Wagrel). English version by Anne L. Destenay) Geneva, Paris: Nagel (1968) pp. 65-105.

Written in a lucid style, this is an excellent article, both informative and interesting to student

and scholar alike. Discussed here is spoken Chinese, that is, Peking dialect (Mandarin) and its history; the common language, its phonetics and grammar; and Chinese script along with various transliteration systems. Included are a number of pronunciation tables and a vocabulary of basic words for daily colloquial use.

Forrest, R. A. D. THE CHINESE LANGUAGE. (3d ed.) London: Faber and Faber (1973) 372 p. (The Great Languages).

A considerably more detailed and more recent work, concentrating mainly on the question of Chinese dialects; in its general approach, however, it is not much more advanced than Karlgren's book. (Kratochvil 1968: 186).

Hong, Beverly, ed. CHINESE LANGUAGE USE. (Contemporary China Papers, no. 13). Canberra: Contemporary China Centre, Australian National University, 1978. 138 p.

"Papers included in the collection derive from a conference on Chinese language use held in October 1977 at the Contemporary China Centre.

Haas, Mary 'Areal linguistic characteristics of East Asia, is a brief general introduction to some of the fascinating typological similarities that exist among genetically unrelated languages of Southeast Asia and China.

Simon, Harry "Surface marking features and even and discourse related categories". Several pages of discussion of discourse strategy and tactics are followed by a set of brief texts in Latin, German, English, and Chinese, introduced to illustrate some of the ways in which the marking features of Chinese contrast greatly with those of the Indo-European languages.

Kratochvil, Paul 'Phonetics and Teaching Chinese'. A concise, fairly detailed and moderately technical description of the human speech production mechanism. The author makes recommendations for a new pedagogical approach that would give due emphasis to the analysis and learning of prosodic features of tone, stress, and intonation." (Dew).

Rev. Journal of Chinese Linguistics, 7 (1979), 303-313, by James E. Dew.

Karlgren, Bernhard. THE CHINESE LANGUAGE, AN ESSAY ON ITS NATURE AND HISTORY. New York: Ronald Press, 1949. 122 p.

Rev. Language, 26 (1950), 339-46, by N. C. Bodman.

Karlgren, Bernhard. SOUND AND SYMBOL IN CHINESE. Rev. ed. London: Oxford University Press, 1962. 101 p. (Chinese companion series, 1).

First ed. 1923.

One of the popular books by the most prominent

modern Western sinologist. It is now rather out of date and contains many half-truths and misconceptions. As a simple general introduction to the subject it has not, however, been surpassed as yet. (Kratochvil 1968: 186).

Kratochvil, Paul. THE CHINESE LANGUAGE TODAY; FEATURES OF AN EMERGING STANDARD. London: Hutchinson University Library, 1968. 199 p.

"The purpose of this book is to describe the main features of the standard variant of Chinese spoken at present in Mainland China, and also to point out some of the major general issues reflected in the process of its formation." (Pref.) A clearly written treatment of the structure of Chinese, covering phonemics, morphology and syntax. An excellent introduction to modern Chinese, with Select Bibliography and List of Linguistic Terms.

Rev. Language, 45 (1969), 432-9, by S. A. Thompson.

Kratochvil, Paul. "Modern Standard Chinese." Lingua, 17 (1967), 129-152.

A long descriptive survey of MSC, otherwise known as Mandarin, or a Peking Dialect, used by educated speakers of North China. Discussed here are words and form classes, phonemic features, morphological features (word-formative affixes, grammatical affixes, root morpheme arrangement), syntactic features, and features of meaning. In conclusion, the author comments that although the number of outlines

of MSC word class systems steadily grows, there is constant need for more analytical work on all aspects of MSC grammar.

Newnham, Richard. ABOUT CHINESE. Helped by Tan Lin-Tung. (London). Penguin books (1971) 188 p.

Written in a simple style, this book has a particular appeal to a layman who wants general information about the language, its historical development and functions, and meaning of words along with the samples of writings. Discussed here are the sounds of the language, the various systems of writing, including simplification and romanization, and the language reforms on the background of the country's historical and political problems. The enjoyable little book is recommended to students of the Chinese language and to those concerned with comparative linguistics, as well as scholars at large.

Appended to the text is an annotated booklist.

Shieh, Francis. A GLIMPSE OF THE CHINESE LINGUISTICS: PEKING's LANGUAGE REFORMS AND THE TEACHING OF CHINESE IN THE UNITED STATES. Santa Monica, Calif.: The RAND Corp., 1965. 31 p.

Besides a brief discussion of the writing system, this booklet contains a useful comparative key to various systems of romanization of Chinese, two tables of simplified Chinese characters, an index to Chinese phonetics, and a list of both Chinese radicals and the old national phonetic symbols.

Voegelin, Charles F. and F. M. Voegelin. CLASSIFICATION AND INDEX OF THE WORLD'S LANGUAGES. New York, Elsevier (c1977) pp. 114-116.

Gives references to studies on problems of classification of Chinese dialects. Lists eight principal dialects (Cantonese, Hakka, Hsiang, Nan Ch'ing, Mandarin, Northern Min, Southern Min, Wu) along with the details of their geographical distribution and the number of speakers of each.

Wang, William S.-Y. "The Chinese Language." Scientific American, 228 (Feb. 1973) 51-60.

An excellent presentation of the structure and history of Chinese in simple and clear language. Topics touched upon are: The Antiquity of Chinese, The Writing System, The Evolution of the Language, Standard Chinese, Word Formation, Sentence Formation.

V. LINGUISTICS

A. ANTHOLOGIES, COLLECTIONS OF ESSAYS, JOURNALS

Chao, Yuen-Ren. ASPECTS OF CHINESE SOCIOLINGUISTICS; essays. Selected and introduced by Anwar S. Dil. Stanford, Calif.: Stanford University Press, 1976. 415 p. (Language science and national development).

A collection of essays arranged by topics: 1/ Chinese language and dialects: divergence and unification; 2/ interlingual perspectives; 3/ philosophical perspectives; 4/ structural perspectives. Appended is a Bibliography of Yuen Ren Chao's Works.

Chao, Yuen-Ren. READINGS IN SAYABLE CHINESE. (San Francisco: Asian Language Publications, 1968) 3 vols.

Means primarily for teachers and advanced students, this is a three-volume collection, including short stories, journal articles, conversations, fragments of an autobiography and drama. The three volumes contain nearly 200,000 characters presented in the GR romanization system. Although the Readings are useful for speaking, the type of romanization used here is not simple and modern enough for wide usage.

Egerod, Søren and Else Glahn, eds. STUDIA SERICA

BERNHARD KARLGREN DEDICATA. Copenhagen: Munksgaard, 1959. 282 p.

Twenty-one essays covering a wide range of topics. Includes an essay on modern Chinese grammar by Yuen Ren Chao, "Ambiguity in Chinese." (pp. 1-13).

Hansson, Inga-Lill, ed. A SYMPOSIUM ON CHINESE GRAMMAR; held at the Scandinavian Institute of Asian Studies, Copenhagen 27 - 29 August 1970 under the chairmanship of Søren Egerod. Edited with transcription of the discussions by Inga-Lill Hansson. (2d ed. Lund) Studentlitteratur (1975) 174 p. (Scandinavian Institute of Asian Studies monograph series no. 6).

A collection of papers presented at the Symposium. Contains: "An experiment in the perception of Peking dialect tones", by Paul Kratochvil; "On formal criteria for the determination of the relations obtaining between Chinese texts", by Göran Malmquist; "The grammar of the Mohist dialectical chapters", by A. C. Graham; "Le syntagme nominal complexe, la fonction de de et les valeurs de you, by Alexis Rygaloff; "The Typology of Archaic Chinese", by Søren Egerod. Included also, as the integral part of the book, are transcripts of discussions that followed each paper. Contains an index of terms and bibliographical references.

JOURNAL OF CHINESE LINGUISTICS. Berkeley, Calif. v. 1, 1973 -

An important journal of Chinese linguistics under the editorship of William S.-Y. Wang.

Lehmann, Winfred P., ed. LANGUAGE & LINGUISTICS IN THE PEOPLE'S REPUBLIC OF CHINA. Austin, University of Texas Press (1975) 168 p.

A collection of essays, presenting the findings of the American Linguistics Delegation to the People's Republic of China in 1974. Very informative and interesting, the book consists of nine chapters, dealing with the common language; language reforms; teaching of Chinese; teaching of English and other foreign languages; lexicography; language pathology; languages of the minorities and language theory in the People's Republic of China. Included are two appendices and notes on contributors. Recommended to all concerned with the study and teaching of the Chinese language, general linguistics, and education as such.

Milsky, Constantin. "New Developments in Language Reform." The China Quarterly, no. 53 (1973), 98-133.

The article discusses political and social aspects of the proposed language reform in China. It deals with various problems involved in the simplification of Chinese characters and popularization of Peking speech as the standard language, beginning with the inception of the idea in the 1930's up to the present day.

Sebeok, Thomas A., ed. CURRENT TRENDS IN LINGUISTICS Vol. 2. LINGUISTICS IN EAST ASIA AND SOUTH EAST ASIA The Hague: Mouton, 1967. 979 p.

Papers by:

Chang, Kun. "Descriptive Linguistics." Current Trends in Linguistics. The Hague: Mouton, 1967. 2, 59-90.

Treats mainland work on Mandarin. "Mainland emphasis in linguistics is on practical applications. The aim of phonemic analysis is an economical alphabet. A definition of a word is sought in order to determine when there should be a space between two forms in alphabetic writing. Dialectologists establish correspondences between the standard language and other dialects to make standard-language learning more efficient." (p. 59).

DeFrancis, John. "Language and Script Reform." Current Trends in Linguistics. The Hague: Mouton, 1967. 2, 130-150.

Egerod, Søren. "Dialectology." Current Trends in Linguistics. The Hague: Mouton, 1967. 2, 91-129.

Tang, Charles T. C., Jeffrey C. H. Tung, Anthony Y. T. Wu. PAPERS IN LINGUISTICS IN HONOR OF A. A. HILL. Taipei: Rainbow Bridge, 1972. 213 p.

B. PHONETICS AND PHONOLOGY

Anderson, Olov Bertil. AN INVESTIGATION INTO THE PRESENT STATE OF STANDARD CHINESE PRONUNCIATION. Part 2: A COMPARISON OF KUO - YU AND PUTONG-HUA. Lund: Studentlitteratur, 1974.

Chen, Gwang-tsai. "The Pitch Range of English and Chinese Speakers." Journal and Chinese Linguistics, 2 (1974), 159-171.

An acoustic study comparing the pitch range of four English-speaking subjects and four Mandarin Chinese-speaking subjects. This study found that the average pitch range of the four Chinese speakers was at least 1.5 times wider than that of the four English-speaking subjects when they spoke their native languages. When the four English-speaking subjects spoke Chinese, their pitch range also increased substantially, although not to the extent of the Chinese speakers. Based on this conclusion, all beginning students of Mandarin Chinese should be especially instructed to stretch their pitch range when they practice speaking Chinese.

Cheng, Chin-chuan. "English Stresses and Chinese Tones in Chinese Sentences." Phonetica, 18 (1968), 77-88.

Cheng, Chin-chuan. A SYNCHRONIC PHONOLOGY OF MANDARIN CHINESE. The Hague: Mouton, 1973. 92 p. (Monographs on Linguistic Analysis, no. 4).

This work is based on the author's (University of Illinois) Ph. D. dissertation. The author discusses various aspects of Mandarin phonology in the framework of generative phonology, in terms of rules and processes, going beyond the traditional 'complementary distribution' stage of analysis and description. "Traditionally, a Chinese syllable is divided into three parts: the beginning consonant is called the Initial; the remainder of the segmental sequence, the Final and the pitch, the Tone." - Introd. The author focuses on the Backness assimilation in finals, the Backness Rule and the Schwa Deletion Rule; the Velar Palatalization Rule in initials, the Tone Sandhi Rule and the inter-relationship between tone sandhi and the neutral tone rules. Included are bibliographical references and an appendix. This is an indispensable source of reference to any student of modern Chinese phonology.

Cheng, Robert L. "Mandarin Phonological Structure." Journal of Linguistics, 2, no. 2 (October 1966), 135 - 262.

The author dwells on the phonological structure of Mandarin Chinese in terms of: morphophonemics for the retroflexive suffix, tonal morphophonemics, stress, intonation closely related to various final particles, contraction of atonic syllables, and phonetic realization of segments, including their duration. The focus is on the two first points. Recommended to all students of Chinese, but most of all to those advanced in the study of the language.

Dow, Francis D. M. THE ANALYSIS OF TRACHAIC WORDS OF MANDARIN CHINESE. Edinburgh: University of Edinburgh, 1971. 98 p.

Dow, Francis D. M. AN OUTLINE OF MANDARIN PHONETICS. 2nd ed. Canberra: Faculty of Asian Studies in association with the Australian National University Press, 1972. 180 p. (Oriental Monograph Series, no. 10).

Written in a lucid style, this study of Mandarin phonetics, based on general and English phonetics, compares the sounds of some Mandarin dialects, Chinese dialects and Peking opera. Presents a detailed description of the articulatory system, focusing on words with sounds especially difficult for both foreign language learners and non-Mandarin speaking Chinese. Includes appendices, a select bibliography and an index.

Hartman, Lawton M., III. "The Segmental Phonemes of the Peiping Dialect." Language, 20 (1944), 28-42.

Hashimoto, Mantaro J. "Notes on Mandarin Phonology." Studies in General and Oriental Linguistics Presented to Shiro Hattori on the Occasion of His Sixtieth Birthday. Edited by Roman Jakobson and Shigeo Kawamoto. Tokyo: TEC, 1970. pp. 207-220.

Reinterpretation of low and midvowels, retroflex finals, syllabic consonants and nasal endings. The author concludes that "no single principle of phonemic analysis could solve the jumbled phonetic

realization of Mandarin phonemes without introducing some theoretical assumption based on the general understanding of the whole structure of this language.

Hockett, Charles F. "Peiping Morphophonemics." Language, 26 (1950), 63-85.

Hockett, Charles F. "Peiping Phonology." Journal of the American Oriental Society, 67 (1947), 253-67. Also in Martin Joos (ed.) READINGS IN LINGUISTICS. New York, 1958. pp. 217-28.

Howie, John Marshall. ACOUSTICAL STUDIES OF MANDARIN VOWELS AND TONES. Cambridge (Eng.) Cambridge University Press, 1976. 279 p. (Princeton-Cambridge studies in Chinese linguistics, 6).

The principal aim of this study is to make some general statements about the acoustical properties of Peking Mandarin vowels and tones, as they occur in citation forms of monosyllabic morphemes in a controlled environment. (Author).

Huang, Raymond. MANDARIN PRONUNCIATION EXPLAINED WITH DIAGRAMS. Hong Kong: Hong Kong University Press, 1969. 59 p.

Aims to show how Mandarin is pronounced, by means of diagrams. It is designed for students whose mother tongue is English and for those who have some knowledge of the Chinese language. The Mandarin vowels, diphthongs and consonants are systematically compared with those in English and explained with

diagrams. The type of English taken for comparison is the standard southern English known as Received Pronunciation or RP. (Author).

Above is Companion volume to R. H. Mathews' Chinese-English dictionary).

Hsueh, F. S. PHONOLOGY OF OLD MANDARIN. The Hague, Mouton, 1975. 142 p. (Janua linguarum. Studia memoriae Nicolai Van Wijk dedicata. Series practica, 179).

This work, based on the author's dissertation (Indiana University), discusses the changes in the language in its long transitional period between the end of Ancient Chinese and the beginning of Modern Chinese, known as Mandarin. The author tries to explain the development of the language, employing a phonetic approach and a set of rules arranged in historical order. Included is a "Selected bibliography" and an index. The book, meant primarily for the scholars of the Chinese language, is somewhat difficult to read. Recommended to advanced students of both Chinese linguistics and general linguistics.

Karlgren, Bernhard. GRAMATICA SERICA; SCRIPT AND PHONETICS IN CHINESE AND SINO-JAPANESE. Stockholm (Gothenburg, printed by Elanders boktryckeri a.-b.) 1940. 471 p.

Lu, John H. T. "Contrastive Stress and Emphatic Stress." Project on Linguistic Analysis. Report

no. 10, The Ohio State University Research Foundation. Columbus, Ohio, 1965. pp. 38-59.

Shen, Yao. "Some Pitch Pattern Correlations between Mandarin and English." Studies in Linguistics, 17 (1963), 77-84.

Stimson, Hugh M. INTRODUCTION TO CHINESE PRONUNCIATION AND THE PINYIN ROMANIZATION. New Haven: Yale University Press, 1975.

A useful, simple guide to the structural elements of the Chinese sentence and syllable by the Pinyin system. Includes the Yale romanization.

Rev. Journal of the Chinese Language Teachers Assoc. 12 (1977), 175, by R. A. Juhl.

Wang, William S.-Y. "Phonological Features of Tone." International Journal of American Linguistics, 33 (1967).

Wong, Helen. "Outline of the Mandarin Phonemic System." Word, 9 (1953), 268-276; 10 (1954), 71-72.

Woo, Jee Sane. THE SEVEN ENGLISH SPEECH TONES; ANALYZED AND IDENTIFIED WITH MUSICAL TONES AND CHINESE SPEECH TONES. New York: The William-Frederick Press, 1959. 29 p.

The purpose of this work is to indicate the regular English speech tones and their identities with mus-

ical tones and Chinese speech tones. Speech sounds and speech tones (spoken pitches) are equally important, therefore to attain proficiency in phonology it is necessary to know thoroughly all speech sounds and their musical identities.

C. GRAMMAR

Alleton, Viviane. LES ADVERBES EN CHINOIS MODERNE. Paris & The Hague: Mouton, 1972. 249 p.

Treats Chinese adverbs in detail, with abundant data. The author presents the interplay of syntax and semantics in analyzing a number of adverbs.

Rev. Journal of Chinese Linguistics, 1 (1973), 323-333, by Stephen W. Chan.

Alleton, Viviane. GRAMMAIRE DU CHINOIS. Paris: Presses Universitaires de France, 1973. 126 p. (Que sais-je? 1519).

This little book is a part of the "Que sais-je?" series, intended for the "educated layman". The author touches upon a broad range of topics related to the Chinese language, with emphasis on grammar.

Rev. Journal of Chinese Linguistics, 1 (1973), 493-497, by Dale E. Elliot.

Cartier, Alice. "Les indicateurs de lieu en chinois." Linguistique, 8 (1972), 83-101.

The author describes the function of a paradigm of morphemes tentatively called indicateur de lieu or locatif. Essentially two types of locatives are distinguished morphologically.

Cartier, Alice. "Verbes et prépositions en chinois moderne." Linguistique, 6 (1970), 91-116.

The author describes verbs and prepositions from a functional syntactic point of view, often contrasting Chinese with French.

Cartier, Alice. LES VERBES RESULTATIFS EN CHINOIS MODERNE. Paris: Klincksieck, 1972. 245 p. (Collection linguistique, 66).

"This new contribution to the study of resultative verbs is a very thorough and careful analysis which seeks to set up a comprehensive taxonomy according to which resultative verbs can be classified and discussed." (Thompson).

Rev. Linguistics, 188 (1977), 75-77, by C. Hagège.

Journal of Chinese Linguistics, 2 (1974), 105-109, by Sandra A. Thompson.

Chao, Yuen Ren. "Formal and Semantic Discrepancies between Different Levels of Chinese Structure." Bulletin of the Institute of History and Philology. Academia Sinica, 28 (1956), 1-16.

Chao, Yuen Ren. A GRAMMAR OF SPOKEN CHINESE. Berkeley: University of California Press, 1968. 847 p.

"This is a discussion book and not an instruction book to learn Chinese grammar from. An attempt has, however, been made to use only examples which have been or can be said in real life." - Pref. There are eight chapters and an introductory part, dealing with characters used, phonology, types of sentences, words and morphemes, morphological types, syntactical types, compounds, parts of speech and verbs. Included are selective bibliography, index and synopsis of tonal spelling. It is an extensive linguistic treatise written by the Nestor of Modern Chinese linguistics. "It is a very important book. Not only is it the largest professional statement on modern Chinese published in English, and the magnum opus of the man whose name has dominated modern Chinese linguistics for half a century ... it is also the first large-scale introduction to elements of the modern Western-inspired Chinese linguistic tradition ..." (Kratochvil).

Rev. Language, 46 (1970), 513-524, by Paul Kratochvil.

Chin, Tsung. TENSAL SYSTEMS OF MANDARIN CHINESE AND ENGLISH: A CONTRASTIVE STUDY. Ph. D. dissertation. Washington, D. C., Georgetown University, 1971. 215 p.

An investigation and comparison of the tensal systems of English and Mandarin Chinese, it is also a

contrastive study of the semantic categories and the grammatical rules in each language. A number of auxiliary verbs and suffixes in English (have, be; ed, en, ing) and in Chinese (le, gwo, de, ne, je) have been selected as examples for the analysis here.

Chin, Tsung. "Typological Characteristics of the Chinese Language in Comparison with English." In PAPERS IN LINGUISTICS IN HONOR OF A. A. HILL, edited by Charles T.-C. Tang, Jeffrey C. H. Tung, Anthony Y. T. Wu. Taipei: Rainbow Bridge, 1972. pp. 63-83.

Chu, Chauncey C. "The Passive Construction: Chinese and English." Journal of Chinese Linguistics, (1973), 437-471.

Chu, Chauncey C. "Some semantic aspects of action verbs." Lingua, 40 (1976), 43-54.

The author discusses: 1, presupposition, implication and verbs of cognition and modality (in English); 2, presupposition, implication and action verb; 3, the Chinese action verb. The article concludes with the discussion of (i) the relation between actual performance and the passive construction in English and Chinese, (ii) the past-tense marker as a modality verb, and (iii) action and result in English.

Coyaud, Maurice. QUESTIONS DE GRAMMAIRE CHINOISE. Paris: Centre de Linguistique Quantitative de la

Faculté des sciences de l'Université de Paris, 1969. 95 p.

A brief treatment of traditional subjects: phonology, writing, morpho-syntactic classes, the word. Discusses the fundamental problem of grammar: the structure of the utterance, rules of the formation of verbal and nominal syntagma. Chapter 7 develops not only the rule of formation of the nominal syntagma, but also a general theory of such genetically unrelated languages as Chinese, Japanese and Mayan. The final chapter (10) treats the problem of conjunctions. These two chapters represent original contribution.

Coyaud, Maurice. CLASSIFICATION NOMINALE EN CHINOIS: LES PARTICULES NUMÉRALES. La Haye: Mouton, 1973. 82 p. (Maison des sciences de l'homme. Matériaux pour l'étude de l'Extrême-Orient moderne et contemporain. Etudes linguistiques, 3).

Describes Chinese "numerators" associated with a particular class of nouns. Ancient Chinese and modern numerators are discussed and compared with others in a dozen of American and Asian languages. A list of about 100 contemporary spoken Chinese numerators and nouns that can be associated with each of them is presented.

Rev. Bulletin de la Société de Linguistique de Paris, 70 (1975), 425-427, by F. Dell.

Coyaud, Maurice. NOUVELLES QUESTIONS DE GRAMMAIRE

CHINOISE par Maurice Coyaud, et Marie-Claude Paris. (Saint-Sulpice de Favières): Association Jean-Favard pour le développment de la linguistique quantitative. (Paris: diffusion Dunod) 1976. 236 p. (Documents de linguistique quantitative; 28 ISSN 0085-4786) (Label on cover: Diffusion, Editions A. Lesot, Paris).

A new edition of Coyaud 1969. Includes a number of problems treated in the framework of generative grammar and generative semantics.

Rev. Bulletin de la Société de Linguistique de Paris, 72 (1977), 409-411, by A. Rygaloff.

Dalsecco, Luciano. GRAMMATICA CINESE. Bologna: Patron, 1973. 533 p.

One of the few comprehensive Chinese grammars, designed for Italian speakers.

Egerod, Søren. "Les particularités de la grammaire chinoise." In LANGUES ET TECHNIQUE. NATURE ET SOCIÉTÉ. APPROCHE LINGUISTIQUE. (Homage à Andre G. Haudricourt à l'occasion de son 60e anniversaire). Edited by Jacques Barrau & Lucien Bernot. Paris: Klincksieck, 1970. pp. 101-109.

Elliot, Dale D. "Interrogation in English and Mandarin Chinese." PROJECT ON LINGUISTIC ANALYSIS: REPORT No. 11. Columbus, Ohio State University, 1965. pp. 57-117.

An analysis of the problem within the framework of transformational grammar.

Halliday, M. A. K. "Grammatical Categories in Modern Chinese." In TRANSACTIONS OF THE PHILOLOGICAL SOCIETY, LONDON (1956). pp. 177-224.

The author aims to present a scheme of grammatical categories for the description of contemporary Chinese (Pekingese). Discussed here are: unit, element and class, various types of sentences and clauses; voice; aspect; polarity; mood; adverbial attributive "double-V" and group structures. Explained also are the differences between the terms "word" and "character". Provided in closing of this scholarly article is the most useful summary of categories, examples and a table of Chinese characters.

Hashimoto, Anne Yue. "Mandarin syntactic structures". Chi-Lin, 8 (1971), 1-149.

An attempt at an outline presentation of the major syntactic constructions in modern Mandarin, within the framework of (early) generative grammar. Topics treated here are: 1, simple structures; 2, complex structures - embedding; and 3, complex structures - conjoining.

Henne, Henry. A HANDBOOK ON CHINESE LANGUAGE STRUCTURE. By Henry Henne, Ole Bjørn Rongen (and) Lars Jul Hansen. Oslo: Universitetsforlaget (1977) 293 p.

Intended as a college-level textbook, this reference grammar of modern Chinese will also serve the layman "interested in acquiring some knowledge of the structure of the language from a descriptive point of view." - Introd. Arranged in twelve chapters, the book discusses basic terms and definitions, sentence, clause and phrase, verbal structure, classes and functions, adverbs and their functions, nominal structure and classes, and various syntactic constructions. Included is a short bibliography and an index.

Herdan, Gustav. THE STRUCTURALISTIC APPROACH TO CHINESE GRAMMAR AND VOCABULARY; TWO ESSAYS. The Hague, Mouton, 1964. 56 p. (Janua linguarum, series practica, 6).

The book consists of two essays. The first, long, entitled "The combinatorial element in Chinese grammar as subject to linguistic duality", is divided into ten sections, or chapters, discussing the principles of Chinese grammar, phonemic combination in Western languages as opposed to Chinese geometrical configurative combinations, a variety of Chinese sentence structures and language games. The second essay, "The development of Chinese vocabulary as a gradual approach to efficient coding", explains tendencies in the formation of Chinese words and ideographs. Included are tables, geometrical figures, some bibliographical footnotes; no index.

Kalousková, J. ÉTUDES SUR ASPECTS DES VERBES DANS

LA LANGUE CHINOISE MODERNE. Prage: The Czechoslovak Academy of Sciences, 1964. 155 p.

Kao, Ming-Kai. ESSAI SUR LA VALEUR RÉELLE DES PARTICULES PRÉPOSITIONNELLES EN CHINOIS. Paris: L. Rodstein, 1940. 240 p.

This work deals not only with the grammatical structure of Chinese, but also with the problem of the relationship between thought and language.

Kratochvil, Paul. "Word Classes in Modern Standard Chinese." Lingua, 17 (1966), 129-152.

Li, Charles N. and Sandra A. Thompson. "An exploration of Mandarin Chinese." In Lehmann, Winfred P., ed. SYNTACTIC TYPOLOGY. Austin: University of Texas Press, 1978, 223-266.

A brief typological description of Mandarin Chinese syntax.

Li, Ying-che. "Interaction of semantics and syntax in Chinese." Journal of the Chinese Language Teachers Association, 6 (1971), 58-78.

Li, Ying-che. AN INVESTIGATION OF CASE IN CHINESE GRAMMAR. South Orange, N. J.: Seton Hall University Press, 1971.

A study of noun phrases in relation to verbs in standard Mandarin Chinese. The study is based on the theory of case developed by Charles J. Fillmore.

The author discusses previous findings of grammarians, regarding the classification of verbs, coverbs and postverbs and their correlations with certain noun phrases (cases). He establishes that the discovered associations between the classifications and noun functions, transformations and meaning give evidence of case concepts in Chinese.

Rev. Journal of the Chinese Language Teachers Assoc. 12 (1977), 173-174, by John H-T. Lu.

Liu, Eric S. "An Outline of Mandarin Syntax." Word, 25 (1969), 190-199.

The purpose of these partial descriptions of Mandarin sentences and their structure is chiefly pedagogical. The author presents an outline of the general structure of the Mandarin sentence.

Peng, Frederick Che-Ching. A GRAMMATICAL ANALYSIS OF STANDARD CHINESE. Ph. D. dissertation. State University of New York at Buffalo, 1964. 190 p.

An analysis of Standard Chinese in terms of the theories of descriptive linguistics developed by George L. Trager and Henry L. Smith. Focus is on the classification of the parts of speech and their use as basis for syntactical analysis.

Rand, Earl. THE SYNTAX OF MANDARIN INTERROGATIVE. Berkeley: University of California Press, 1969. 113 p.

Rygaloff, Alexis. GRAMMAIRE ÉLÉMENTAIRE DU CHINOIS. Paris: Presses Universitaires de France, 1973. 246 p.

"For the general reader, Rygaloff's book provides a thoroughly competent introduction to the ways in which Chinese works. The breadth of Chinese syntax is lucidly and interestingly covered, with particular emphasis upon topics of special interest to the non-Chinese reader. For the Chinese linguist, this book provides a conservative, but quite useful, summary of where might stand in out state of knowledge of the workings of the Chinese language." (Rev. by T. Light).

Rev. Linguistics, 184 (1976), 91-95, by A. Cartier.

Bull. de la Soc. de Ling. de Paris, 69 (1974/2), 369-372, by M. Coyaud.

Journal of Chinese Linguistics, 3 (1975), 100-107, by Timothy Light.

Shen, Yao. "A Grammatical Contrast and its Signals in Mandarin and in English." Journal of the Canadian Linguistic Association, 6 (1960), 7-13.

Simon, Harry F. "Some Remarks on the Structure of the Verb Complex in Standard Chinese." Bulletin of the School of Oriental and African Studies. University of London, 21 (1958), 553-577.

Simon, Harry F. "Two Substantial Complexes in

Standard Chinese." Bulletin of the School of Oriental and African Studies. University of London, 2 (1953), 327-355.

Spencer, Margaret Ida. THE VERBAL ASPECT SYSTEM OF STANDARD COLLOQUIAL CHINESE. Ph. D. dissertation. Ann Arbor, University of Michigan, 1970. 108 p. Diss. Abstr. Int. 31/8, Feb. 1971, 4146-A.

Tai, James H.-Y. "Contrastive Analysis and the Notion of Constraints in Syntax." Journal of the Chinese Language Teachers Association, 8 (1973), 80-91.

The Transformation Hypothesis is adopted in conducting a contrastive analysis, based on the notion of constraints. Two constraints which operate in Chinese, but not in English, are the Immediate Dominance constraint and an adverbial ordering constraint.

Tang, Charles T. C. A CASE GRAMMAR OF SPOKEN CHINESE. Taipei: Hai Guo Book, 1972. 254 p.

Tang, Ting-chi Charles. MOVEMENT TRANSFORMATIONS IN CHINESE SYNTAX. Ph. D. dissertation. University of Texas at Austin, 1972. 262 p.

Diss. Abst. Int. 33/10, April 1973, 5711-A.

Teng, Shou Hsin. A SEMANTIC STUDY OF TRANSITIVITY RELATIONS IN CHINESE. Berkeley: University of California Press, 1975. 177 p.

"The author examines the semantic role of nominal element occurring in the sentence in modern Chinese. After differentiating the circumstancial relations from the transitivity relations, he studies only the latter type of relations. His aim is to account for the various semantic values of the traditional designations of 'subject' and 'object'. Those terms are used here exclusively to locate the nominal elements in the sequence... It is the first survey of some importance which applies the methods of modern semantics, or at least of one of its trends, to the Chinese language." (Rev.).

Rev. Journal of Chinese Linguistics, 4, no. 2/3, May/Sept. 1976, 299-302, by Viviane Alleton.

Tong, John Shou-kang. THE STRUCTURE OF MAJOR CLAUSE TYPES IN MANDARIN CHINESE. Ph. D. dissertation. Washington, D. C., Georgetown University, 1969. 156p.

Diss. Abst. Int. 30/9, March 1970, 3932-A.

Wang, William S.-Y. "Some Syntactic Rules for Mandarin." Proceedings of the Ninth International Congress of Linguists, Cambridge, Mass., Aug. 27-31, 1962. The Hague: Mouton, 1964. pp. 191-202.

VI. WRITING SYSTEM

Alleton, Viviane. L'ÉCRITURE CHINOISE. Paris: Presses Universitaires de France, 1970. 128 p. (Que-sais-je? No. 1374).

An introductory survey of Chinese writing system. Discusses the importance of the Chinese writing system to the Far Eastern cultures. The structure of the Chinese syllable is described.

Rev. Bulletin de la Société de Linguistique de Paris, 67 (1972), 438-440, by Decaux.

Anderson, Olov Bertil, comp. A CONCORDANCE TO FIVE SYSTEMS OF TRANSCRIPTION FOR STANDARD CHINESE. (Lund) Studentlitteratur (1970). 228 p.

This is a succinct presentation of five systems of transcription of Chinese: Wade, "Simplified Wade", Gwoyen Romatzyh, Pinyin, Yale. Included are brief introductory comments to each system under discussion.

Chen, Virginia Wei-chieh. "Simplified Characters in the People's Republic of China, Japan, Singapore, and Taiwan." Journal of the Chinese Language Teachers Assoc. 12 (1977), 63-75.

The history of China's writing simplification is briefly sketched.

Chiang, Yee. CHINESE CALLIGRAPHY; AN INTRODUCTION TO ITS AESTHETIC AND TECHNIQUE. With a foreword by Sir Herbert Read. 3d ed. rev. and enl. Cambridge, Mass., Harvard University Press, 1973. 250 p. Half title in Chinese.

CHINESE-ENGLISH SIMPLIFIED CHARACTERS. San Francisco, Chinese Language Research Association, 1972. 162 p.

Based on Peking's simplified character chart, this is arranged alphabetically and by stroke count.

A CONVERSION TABLE OF SIMPLIFIED CHINESE CHARACTERS. New Haven, Conn., Far Eastern Publications, Yale University, n. d.

Although written exclusively in Chinese, this booklet is very useful for students wishing to learn both the traditional full characters and the new simplified ones. In addition to the listings of regular and simplified forms side by side, this book contains a convenient comparative table of three Romanization systems. Also included are simplified characters, along with their regular forms, arranged according to the New Latin System.

Creel, Herrlee Glessner. CHINESE WRITING. Washington, D. C., American Council on Education, 1943, 16 p.

(American Council on Education. Committee on Asiatic Studies in American Education. Asiatic Studies in American Education, no. 2).

Written in a simple language, this is a delightful pamphlet, explaining the way of writing and the meaning of ideas in the Chinese language. For scholars, students and interested laymen.

Driscoll, Lucy. CHINESE CALIGRAPHY. (By) Lucy Driscoll and Kenji Toda. 2nd ed. New York: Paragon Book Reprint, 1964. 70 p.

Jameson, Everett Williams. A SHORT DICTIONARY OF SIMPLIFIED CHINESE CHARACTERS. Davis, Calif., C1966. 113 p.

JIANHUAZI ZONGBIAO JIANZI (A Collection of Simplified Characters - title not tr.) Peking: Language Reform Press, 1964.

A collection of about three hundred commonly used simplified characters complied in a handy booklet form. Recommended to the Chinese student and to the foreigner who has learned Chinese in the traditional way.

Kennedy, George A. MINIMUM VOCABULARIES OF WRITTEN CHINESE. New Haven, Conn.: Far Eastern Publications, Yale University, 1954. 42 p.

The author points out that "the graphic vocabulary

that one encounters in a mixed reading of newspapers, magazines, novels, poetry, and the classics, will easily exceed 5000." - Introd. Based on five different sources, a list of 1020 characters is presented. The characters represent the basic vocabulary of the Chinese language. Included also are 2421 graphs found in the official list for adult education in present-day China. In the opinion of the editor, the 1,500 items that he especially selected and marked, should give a good foundation for the Western student of modern Chinese. In order to pronounce these characters, it will be necessary to learn the 35 Chinese phonetic symbols used in the book.

Maeth, Russell. AN INTRODUCTION TO THE STRUCTURE OF THE CHINESE WRITING. New York: Columbia University Press, 1963. 56 p.

Simon, W. HOW TO STUDY AND WRITE CHINESE CHARACTERS. London: Lund Humphries, 1944. (Rev. ed. 1959).

Wieger, Léon. CHINESE CHARACTERS, THEIR ORIGIN, ETYMOLOGY, HISTORY, CLASSIFICATION AND SIGNIFICATION: A THOROUGH STUDY FROM CHINESE DOCUMENTS. Translated into English by L. Davrout, S. J. 2nd ed. and rev. according to the 4th French ed. Hsien-hsien, Catholic Mission Press, 1927. 820 p. (Reprint: New York, Dover Publications, 1965).

Yee, Dennis K. CHINESE ROMANIZATION SELF-STUDY GUIDE; COMPARISON OF YALE AND PINYIN ROMANIZATIONS,

COMPARISON OF PINYIN AND WADE-GILES ROMANIZATIONS.
Honolulu: University Press of Hawaii (c1975) 55 p.
(Pali language texts).

VII. BIBLIOGRAPHIES

Chiu, Rosaline Kwan-wai. LANGUAGE CONTACT AND LANGUAGE PLANNING IN CHINA (1900-1967; A SELECTED BIBLIOGRAPHY. With a preface by William F. Mackey. Québec: Les Presses de l'Université Laval, 1970. 273 p.

A classified bibliography, including 1/ studies on Chinese dialects, 2/ standardization of the Chinese language, 3/ minority languages and 4/ loanwords. Includes 510 titles. Index of authors; list of monographs and periodicals from which articles have been selected.

Most of the works included here are written in Chinese by Chinese scholars and published in China. The titles are transliterated into English. Chinese characters are transcribed in the Pinyin system.

Gardner, Charles S., comp. A UNION LIST OF SELECTED WESTERN BOOKS ON CHINA IN AMERICAN LIBRARIES. 2d ed. rev. and enl. Washington, D. C., American Council of Learned Societies, Committee on Chinese studies (c1938). 111 p.

A bibliography covering a wide spectrum of subjects relevant to Chinese studies, including history, geography, philosophy, literature, language and fine arts. The chapter on language lists eleven works by

renowned linguists such as Bernhard Karlgren, Georg von der Gablentz and Friedrich Hirth. This, now outdated bibliography, is still very useful, as it lists books of historical interest and gives their locations in American libraries.

Hammer, John H. A BIBLIOGRAPHY OF CONTRASTIVE LINGUISTICS. Comp. and ed. by John H. Hammer in consultation with Frank A. Rice. Washington, D. C.: Centre for Applied Linguistics, 1965. 41 p.

Revised version of the Contrastive Studies in Linguistics (Wash., 1961). Covers contrastive structure studies (comparisons of some linguistic features of two or more languages), including those of Chinese and English. References are made to periodical articles, books and dissertations. Excluded are textbooks, reference grammars and studies of dialects. Index. Recommended to students on both graduate and undergraduate levels.

Language and Language Behavior Abstracts. Ann Arbor, Mich., 1967 - Quarterly publication of the Center for Research on Language and Language Behavior, University of Michigan, with the assistance of UNESCO.

Contains abstracts of articles on linguistic, psychological and educational research relevant to language learning. Screens over a thousand journals in more than twenty languages, but annotates in English. Includes abstracts on various aspects of study and teaching of the Chinese language, philosophy and culture. Author and subject indexes appended to each issue.

Linguistic Bibliography / Bibliographie Linguistique. Permanent International Committee of Linguists. Utrecht, 1939 -

A major annual linguistic publication. International in scope, it lists book reviews and periodical articles appearing in various countries of the world. Includes monographs, serials, theses and essays, arranged by topic. E.G., languages of South-East Asia, with further subdivisions: Sino-Tibetan Languages, Sinitic Group, and then: Bibliography and General, Phonetics and Phonology, Grammar, History, Dialectology, Vocabulary, Script, Stylistics, Literary Language and Onomastics. Included is an author index.

MLA International Bibliography. New York, 1921 -

Published annually as supplements to P.M.L.A. (Publications of the Modern Language Association of America).

Since 1970 it has appeared in a multi-volume format, separate from PMLA. Volume Two of the set contains a section on East Asian Literature, including China. Volume Three, devoted to Linguistics, includes Sino-Tibetan languages, e.g. Chinese, together with its Cantonese and Mandarin dialects. Volume Four, prepared by the American Council on the Teaching of Foreign Languages, contains listings on pedagogy in foreign languages, including Chinese.

Research in Education
At head of title: Educational Resources Information

Center (ERIC). Washington, D.C., U. S. Dept. of Health, Education and Welfare, v.1. 1965 - ANNUAL INDEX.

Monthly publication, made up of résumés and indexes (subject, author, institution). There also are semi-annual indexes. The abstracts of educational research are prepared by various clearinghouses located at universities and by professional organizations. Information on particular languages, e.g., Chinese, can be found under a variety of headings, e.g. Chinese, College Language Programs, Language Instruction, etc. Most of the documents cited are available for a small fee from the ERIC Document Reproduction Service in Washington.

Revue Bibliographique de Sinologie. The Hague: Mouton, 1957 -

Contains a detailed selected bibliography of contemporary works on Modern Chinese under the section "Langue."

Shafer, Robert, ed. BIBLIOGRAPHY OF SINO-TIBETAN LANGUAGES. Wiesbaden: Otto Harrassowitz, 1957. 211 p.

Chinese: pp. 22-88.

A selective classified bibliography, with entries arranged in the following categories: grammar, dictionaries, vocabularies, dialects, reconstruction of ancient Chinese and writing. Phonology is

included under grammar. Excluded are textbook grammars of Chinese.

Shafer, Robert, ed. BIBLIOGRAPHY OF SINO-TIBETAN LANGUAGES. Volume 2. Wiesbaden: Otto Harrassowitz, 1963. 141 p.

Bibliography of Chinese: pp. 10-99.

Included in this volume are Chinese grammar textbooks, arranged alphabetically by language in which they were written. Curiously, well-known textbooks by DeFrancis, Fenn and others, published by Yale University, are not listed! Special feature: a much more comprehensive listing of dictionaries, including some specialized ones (semantics), than in the first volume.

Tseng, Maurice H. RECENT CHINESE PUBLICATIONS ON THE CHINESE LANGUAGE. New Haven, Conn., 1961.

A first listing of new materials in Chinese on the structure and use of the Chinese language. All 110 items are written in Chinese and published in China.

Têng, Ssu-yü and Knight Biggerstaff, eds. AN ANNOTATED BIBLIOGRAPHY OF SELECTED CHINESE REFERENCE WORKS. Rev. ed. Cambridge, Mass.: Harvard University Press, 1950. 326 p. (Harvard-Yenching Institute studies, v.2)

This elementary guide to the most important Chinese

reference works, contains Bibliographies, Encyclopedias, Dictionaries, Geographical Works, Biographical Works, Yearbooks, and Sinological Indexes. Under the rubric of Dictionaries, the following items are listed: dictionaries of words and phrases, dictionaries of new terms, etymological and calligraphists' dictionaries, works on grammar, works on pronunciation and dictionaries for special fields. All works listed are written in Chinese and published in China, mostly before 1948.

Ting, Stella. "American Doctoral Dissertations in Chinese Linguistics: A Bibliography." Journal of Chinese Linguistics, 1(1973), 170-177.

Wang, William S.-Y. "Bibliography of Chinese Linguistics." Current Trends in Linguistics. The Hague: Mouton, 1967. II, 188-499.

This is the first large-scale bibliography of Chinese linguistics. It is intended to be of use to students of the language who wish either to check the reference of a particular article or to gain a perspective on some topic of research. (Introd.) Lists 3000 items. An indispensable reference work by a leading Chinese linguist.

Wang, William S-Y and Anatole Lyovin. CLIBOC: CHINESE LINGUISTIC BIBLIOGRAPHY ON COMPUTER. (Cambridge (Eng.) Cambridge University Press, 1970. 513 p.

This bibliography represents an updating of Wang (1967), with 45 new entries and the section of

abstracts which have been added between 1967 and 1970.

Rev. American Anthropologist, 76 (1974), 458, by S. Coblin.

Journal of Chinese Linguistics, 2 (1974). 110-115, by Andrew J. Andreasen.

Wu, Yüan-li. CHINA; A HANDBOOK. London: David and Charles (c1973) 915 p.

An up-to-date reference book on mainland China, discussing geography, population, politics, economy, and arts. Includes a very informative chapter by S. H. Chen, "Language and Literature under Communism", dealing with various aspects of language reform, character simplification and phonetic spelling, Chinese dialects and minority languages. Contains numerous selective bibliographies and a good index.

Yang, Paul Fu-mien. CHINESE LINGUISTICS: A SELECTED AND CLASSIFIED BIBLIOGRAPHY. (Hong Kong) The Chinese University of Hong Kong (1974) 292 p.

Added title page: Chung-Kuo yü yau hauek feu lei ts'au k'ao shu mu.

"The purpose of this bibliography is to provide scholars and students with bibliographical information concerning the Chinese language in general, its history through the ages, its present status, its

writing system, and its genetic relationship with other Sino-Tibetan languages. Its scope includes all important studies published in the principal languages of the world: Chinese, Japanese, Korean, English, French, German, Russian, etc." - Introd.

Covers items of scientific value, focusing on works (books, periodical articles, published and unpublished dissertations), published from 1900 to the present, including some source materials printed prior to 1900. It is a comprehensive, not annotated bibliography, arranged according to a classification of linguistic topics, such as phonetics and phonology, logography, etymology and epigraphy. Besides the names of the authors and places and dates of publication, it gives information regarding illustrations, maps and book reviews, if available.

The bibliography is recommended to advanced students and to prospective teachers, who should pay particular attention to the following chapters: Ch. 3, dealing with methodology of Chinese linguistics (phonetics, phonemics, romanization and transcription; morphology and syntax; lexicology and lexicography; semantics; historical linguistics); Ch. 4, concerned with the general history of the Chinese language (general description and historical development); Ch. 10, covering Modern Chinese (general studies; phonology, phonetics, phonemics, tones, stress; morphology and syntax); and Ch. 12, describing Chinese writing (writing and culture origin and development, structure and content, styles and calli-

graphy and paleography).

This valuable work lists Chinese, Japanese and Korean publishers; romanized index of authors; character index of Oriental authors and Chinese names for Western authors; and an appendix entitled: "Chou Fa-kao: Chinese Linguistics in the 20th Century."

Yang, Winston L. Y. and Teresa S. Yang. A BIBLIOGRAPHY OF THE CHINESE LANGUAGE. New York: American Association of Teachers of Chinese Language and Culture, 1966. 171 p.

This is a selective bibliography of "Western-language sources on the Chinese language, including materials on the various dialects and minority languages such as Tibetan and Mongolian." - Pref. Lists more than 2000 items under various headings; includes author index.

Yuan, Tung-li, comp. CHINA IN WESTERN LITERATURE; A CONTINUATION OF CORDIER'S BIBLIOTHECA SINICA. New Haven, Conn.: Far Eastern Publications, Yale University, 1958. 802 p.

Continues the famous bibliography, covering the period from 1921 to 1957; it does not include articles in periodicals unless they were issued as monographs later. Comprises works in English, French, German and some Portuguese, representing a comprehensive survey of all types of writing on China. Chapter 15, entitled Language, lists works on the

subject in the following categories: "General Works", "Writing", "Conversation", "Readers", "Phonetics and Romanization", "Grammar", "Dialects; Peking and Northern", "Shanghai", "Cantonese", etc.", "Dictionaries English-Chinese; Chinese-English, French-Chinese; Chinese-French, other dictionaries", "Vocabularies", "Lexicography and Indexing", "Miscellaneous", Indexes".

An invaluable source of reference for scholars and students alike.

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THE HOLISTIC THEORY OF HUMAN COMMUNICATION

The goal of linguistics as a science is a universally-applicable dynamic theory of human communication. This theory must not only reflect what native speakers know about their languages and how they use this knowledge to communicate, but also account for the creativity of communicative systems as realized in purposeful human communication.

The Human Communication Paradigm is broadly defined and does not restrict the range of social, psychological and biological factors bearing directly on the explanation of language. The very multiplicity of current linguistic theories illustrates the degree of fragmentation which characterizes the field. The adequate theories of two decades ago have proved to have serious limitations which make further progress impossible. Perception of unexplained anomalies has arisen from a variety of sources outside the core paradigm of contemporary linguistics. The Human Communication Paradigm, for the first time, has brought these related areas of inquiry into a single theoretical framework permitting coherent explanation of languages as social reality.

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